5th Grade- Exploration

Background

This unit is organized in Backward Design with five essential questions.  The first and last questions are meant to be answered in a simple discussion.  The first question is to hook the students’ interest and the last question is to connect the topic of study to their lives. The three middle questions are the big ideas of what the core covers.

This cover page is a summary of the unit.  If students can answer these essential questions with details through a variety of assessments, they will remember the big ideas long past the end of the unit.  The strategies and activities included are meant to teach students historian and literacy skills.  Good historians, like good readers, observe, infer, analyze primary sources, ask good questions, use background knowledge, make connections, compare and contrast, summarize, understand cause/effect, and use multiple perspectives in their study of history.

One important historian skill is to analyze primary source documents.  These are original sources such as letters, diaries, original maps, sound and video clips taken at the time of an event, photographs, etc.  Analyzing these documents gives students a chance to use historian skills and learn about life at the time of the document through the original source.

For primary source documents and activity sets already compiled with questions, visit [Docs Teach](http://docsteach.org/).  There is also an iPad app called Docs Teach that has ready to use primary sources organized by year and topic.  Another great tool for getting started is found at the [National Archives Website](http://www.archives.gov/education/research/). Whenever a document is presented, students need time to analyze it and make inferences about it.  This can be done through discussion or by completing a document analysis sheet.  These can be found at [Education Tool Box](http://www.archives.gov/nae/education/tool-box.html) on the National Archives site (on the right hand side).  A general document analysis can be found at [5th History- Primary Sources](http://fifthhistory.wikispaces.com/Primary+Sources), called a Document Analysis Disco.

The strategies described can be used to teach and assess the students.  An assessment might be as simple as writing a paragraph on an exit card, or listing the important people in an event.  Through these authentic assessments, students will be better able to discuss history than simply arbitrarily choosing an answer on a multiple choice test.  If you would like an end of unit test, refer to [5th History Standard I Example Test](http://fifthhistory.wikispaces.com/Standard+1+Strategies+and+Assessments).

For more resources on this unit, visit [JHAT, Jr. Standard 1](http://jhatjr.wikispaces.com/Standard+1+Exploration+and+Colonization).

Cover Page- Overview

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| Essential Questions | Assessments | Explanation and Resources |
| 1. What new things do you find as you explore 5th grade? | I can engage effectively in discussion about exploring 5th grade and write a paragraph about what they expect to learn during the year. | Have a class discussion about starting the year in 5th grade.  Tell students to focus on what is new and exciting for them as they explore a new year. Have them write about what they expect out of 5th grade and put it in a “time capsule” to open at the end of the year.  See video for more details. |
| 2. How did American colonies begin and develop? | I can **summarize** information about explorers and **compare and contrast** the three colonial regions. | After studying the American colonies, students can summarize what they have learned.  They can also compare the three colonial regions (North, Middle, Southern) in a Venn Diagram or essay.  See video for more details. |
| 3. What impact did the American colonies have on others? | I can **list** reasons for decline in Native American Indian population and **write a paragraph** about the impact of the Columbian Exchange. | Have students make a list in their notebooks about why the Native American population declined.  Then, have them use that list to write a paragraph about how the Columbian Exchange affected the natives. |
| 4. How were the rights and responsibilities different for various groups in the colonies? | I can draw on information from multiple sources to **list** the rights and responsibilities of different colonial groups. | Have students make a T-chart in their notebooks titled “rights” on the left and “responsibilities” on the right.  Together discuss some of the rights that the colonists had and the responsibilities that came with those rights.  See examples for more details. |
| 5. What rights and responsibilities do 5th graders have? | I can list rights and responsibilities I have as a 5th grader. | Create another T-chart with the rights and responsibilities of 5th graders.  Brainstorm together what rights 5th graders have and what responsibilities come with those rights. |

Strategies and Assessments in Detail

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| **Essential Question #2** | How did American colonies begin and develop? |
| **Assessment** | I can **summarize** information about explorers and **compare and contrast** the three colonial regions. |

Great books for this unit include: Exploration and Conquest by Betsy Maestro [click here to view](http://www.amazon.com/Exploration-Conquest-Americas-Columbus-1500-1620/dp/0688154743/ref=sr_1_6?s=books&ie=UTF8&qid=1373326917&sr=1-6&keywords=european+explorers), and The New Americans: Colonial Times: 1620-1689 [click here to view](http://www.amazon.com/The-New-Americans-Colonial-1620-1689/dp/0060575727/ref=sr_1_fkmr0_1?s=books&ie=UTF8&qid=1373327014&sr=1-1-fkmr0&keywords=colonization+betsy+maestro).

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| SS Core | I can statement | Strategies | Materials Needed | Time Needed | Summary/ Assessment |
| St. I, Obj. 1d- Determine reasons for the exploration of North America (e.g., religious, economic, political). | I can read a text about exploration and complete a Stop and Write. | Stop and Write    Paragraph Summary (optional) | Stop and Write paper (and example)- found at [5th History- St.1](http://fifthhistory.wikispaces.com/Standard+1+Strategies+and+Assessments) wiki. | 30-45 min. | Give students a Stop and Write and have them complete the first blank with the word “exploration.”  Then have them complete the first sentence of what they already know about exploration.  Read the articles found at [Kids World](http://www.kidzworld.com/article/1382-motives-for-exploration) and [Think Quest](http://library.thinkquest.org/J002678F/why.htm)  Have students stop periodically and write big ideas of what they have learned.  After reading, have them finish completing the Stop and Write with facts they learned about why the Europeans explored.  To extend, have them write a summary paragraph. |
| St. I, Obj. 1a- Using maps -- including pre-1492 maps -- and other geographic tools, locate and analyze the routes used by the explorers. | I can analyze primary source maps to learn about the world in the 1400s and 1500s. | Map Analysis- Primary Sources    Venn Diagram (optional) | Map Analysis Worksheet- found at [5th History- St.1](http://fifthhistory.wikispaces.com/Standard+1+Strategies+and+Assessments) wiki.    Martellus World Map- found at [Martellus Map 1490](http://cartographic-images.net/Cartographic_Images/256_Martellus_World_Maps.html) (at the bottom of the site)    Waldseemuller map found at [Wald. Map in 2 parts](http://www.loc.gov/teachers/classroommaterials/lessons/waldseemuller/preparation.html)    [Wald Map- full view](http://www.loc.gov/rr/geogmap/waldexh.html) (optional)    [More Primary Source Maps](http://traveltoeat.com/mapping-the-new-world/) (optional) | 45-60 min. | Teacher Prep: Download the Martellus map and print it, or project the website on the computer when you analyze it together.  Download the Wald Map in 2 parts and print it out and tape it together to make a large map (if desired).  Print another version (or copy it) for students to analyze.  This is a large file and takes a while to download and print, so plan ahead.  You can also use the Wald Map- full view if you want to adapt the lesson.    Together as a class, analyze the Martellus Map from 1489 or 1490.  Pay attention to the shape and size of continents.  Hand out portions of the Waldseemuller map to the students and have them analyze their piece of the map.  Put it together and as a class analyze the map by completing a map analysis sheet.    Point out the size and shape of the continents and discuss how they differ on the two maps that were made only 27 years apart.    Extension: Have students make a Venn Diagram that shows the similarities and differences in the two maps. |
| St. I, Obj. 1a- Using maps -- including pre-1492 maps -- and other geographic tools, locate and analyze the routes used by the explorers. | I can compare and contrast maps used by explorers and complete a blank exploration map. | Map Analysis    Blank Map | Maps of exploration routes    Blank map found at [5th History- St.1](http://fifthhistory.wikispaces.com/Standard+1+Strategies+and+Assessments) wiki along with an example. | 30-45 min. | Use a variety of exploration maps found at [Enchanted Learning](http://www.enchantedlearning.com/explorers/) website   or in the *Nystrom Atlas of Our Country’s History*. Have students analyze the maps by country looking at where the explorers left and arrived. |
| St. I, Obj. 1b- Explain how advances in technology lead to an increase in exploration (e.g. ship technology) | I can read multiple texts to explain how advances in technology lead to an increase in exploration. | Summary Paragraph | [Technology Allows Exploration Article](http://www.kidspast.com/world-history/0308-technology-allows-exploration.php)    [Online Text pg. 40-41](http://members.wabash.net/~northclay/ncjhs/textbooks/AmericanJourney/PDF/docs/chap02.pdf)    [Online Textbook pg. 464-465](http://www.ltisdschools.org/cms/lib/TX21000349/Centricity/Domain/287/Chapter19.pdf) | 30-45 min. | Print off the articles and copy (or project them for all to see).  Read the specific pages and take notes on the new technological advances (maps, new ships, sails, compass, astrolabe, sextant, school for training on sailing, etc.).  Have students summarize each item to a partner and how they helped exploration.  To finish, have students write a summary paragraph about how the new technologies helped increase exploration. |
| St. I, Obj. 1c- Identify explorers who came to the Americas and the nations they represented. | I can summarize information about an explorer on a poster and participate in a Gallery Walk to learn about many explorers. | Gallery Walk | [All About Explorers](http://allaboutexplorers.com/explorers/) website    [Enchanted Learning](http://www.enchantedlearning.com/explorers/) website    Gallery Walk Worksheet- found on [5th History- St.1](http://fifthhistory.wikispaces.com/Standard+1+Strategies+and+Assessments)wiki.    Posters, makers    Blank World Map- found at [5th History- St.1](http://fifthhistory.wikispaces.com/Standard+1+Strategies+and+Assessments) wiki. | 60-90 min. | Choose a few explorers on which to focus.  Divide the students into groups and give them an explorer and an atlas (Nystrom, Our Country’s History) or a small packet of basic information about the explorer.  Give them time to research and make a poster.    On each poster, include a blank world map in which students can trace the route their explorer traveled. They can add the dates of exploration and facts about the explorer.    Do a Gallery Walk where the posters are hung throughout the room and students travel to each poster in silence and keep notes.  Use the Gallery Walk worksheet for quick note taking.  The worksheet contains blank maps where students can draw their own route maps and write down a few facts they learned. For more info, see [JHAT, Jr. Strategies](http://jhatjr.wikispaces.com/Strategies) and look for Gallery Walk.    See video for more details. |
| St. I, Obj. 1c- Explorers and Nations | I can sort Explorers into groups by the nations they represented. | Sort | Explorer Sort- found at [5th History- St.1](http://fifthhistory.wikispaces.com/Standard+1+Strategies+and+Assessments) | 15 min. | Copy and cut out a few sets of the Explorer sort cards (or have the students make cards with information they have learned).  Give each small group a set of cards and tell them to sort the explorers by the nations they represented.  After a few minutes, check answers and give them a second try. |
| St. I, Obj. 1c- Explorers and Nations | I can research an explorer and role play the character while “undercover.”    I can interview and explorer and write a newspaper article about him. | Role Play | Undercover Explorers- found at [5th History- St.1](http://fifthhistory.wikispaces.com/Standard+1+Strategies+and+Assessments) wiki.    Materials to research their explorer- computer or printed copies of research for students | research 30- 60 min spread out over a few days    present  30-45 min. | Use the lesson Undercover Explorers, found at [5th History- St.1](http://fifthhistory.wikispaces.com/Standard+1+Strategies+and+Assessments) wiki.    Students are assigned an explorer and have to become that person.  They are interviewed by a classmate and must answer in character. |
| St. I Obj. 1e- Compare the geographic and cultural differences between the New England, Middle, and Southern colonies (e.g., religious, economic, political). | I can research a colonial region and compare it to 2 other colonial regions in geography and cultural differences. | Leveled Text    Expert Groups    Triad Venn Diagram | [Shell Leveled Text](http://fifthhistory.wikispaces.com/Shell+Leveled+Text)  (or other reading on the 3 colonial regions)    Triad Venn Diagram- easiest to make on a large piece of construction paper- watch video for details | 60-90 min. | Use the [Shell Leveled Text](http://fifthhistory.wikispaces.com/Shell+Leveled+Text) for reading material. Assign students to 3 groups: North, Middle, and Southern.  Copy the reading from the book and have students read about their assigned regions, taking notes specifically about the geography and culture of their regions.  Students can create a chart with the following topics for note taking: geography, daily life, economy, government, religion, entertainment, etc.  After studying together about their region, have students get together in mixed groups with one student representing each region.  Have each student individually share notes, then compare and contrast regions on their Triad Venn Diagram.  See video for example |
| St. I Obj. 1f- Analyze contributions of American Indian people to the colonial settlements. | I can listen to a story and read a text to determine the contributions of the American Indians to people of the colonial settlements. | Shared Reading    Picture Book | Squanto’s Journey picture book [click here to view](http://www.amazon.com/Squantos-Journey-Story-First-Thanksgiving/dp/0152060448/ref=sr_1_4?ie=UTF8&qid=1373146136&sr=8-4&keywords=squanto)    [Native American Contributions](http://www.nrcs.usda.gov/Internet/FSE_DOCUMENTS/nrcs141p2_024206.pdf)    [Native American Contributions Article](http://www.scholastic.com/teachers/article/native-american-contributions) (optional) | 60-90 min. | Read the book Squanto’s Journey to the class and have them look for ways in which Squanto helped the colonists (taught them how to plant food, etc.).    Next, print the [Native American Contributions](http://www.nrcs.usda.gov/Internet/FSE_DOCUMENTS/nrcs141p2_024206.pdf) and copy (or project it for students to see) and read together as a class.  Have students take notes on how the Native Americans helped the colonists. |

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| **Essential Question #3** | What impact did the American colonies have on others? |
| **Assessment** | I can **list** reasons for decline in Native American Indian population and **write a paragraph** about the impact of the Columbian Exchange. |

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| SS Core | I can statement | Strategies | Materials Needed | Time Needed | Summary/ Assessment |
| St. I, 2a  Describe the cultural and economic impacts that occurred as a result of trade between North America and other markets (e.g., arts, language, ideas, the beginning and expansion of the slave trade, new agricultural markets). | I can create healthy plates of food with a group, using foods from the Old World, New World and a mixture. | Build a Meal | Nystrom *Atlas of Our Country’s History* pg.  OR  Nystrom *Atlas of World History* pg. 78  OR  The following pictures  [Columbian Exchange Map](http://thehalfpinthistorian.blogspot.com/2011/05/columbian-exchange-and-disease-frontier.html)    [Columbian Exchange Site](http://aldworthapworld.wikispaces.com/C5.+Impact+of+Columbian+Exchange+on+Atlantic+world+(Europe,+African+and+Americas)) | 30-45 min. | Talk about healthy meals and the food groups.  Refer to [myplate.gov](http://myplate.gov/) if you want to add some nutrition facts to the lesson.  Have students draw a “plate” (circle) in their notebooks and create an example of a healthy meal with something from each food group and share with a partner.  This can also be done in small groups.    Next, have them look at the map and create a healthy meal using only the items from Europe and the Old World. This may take a while because it is difficult to include all food groups.    Then, have them create a meal using only the items from the New World including all food groups.    Finally, have them create a meal using any items on the map.    Talk about how the exchange of foods and diseases changed the way we eat and live. |
| St. I, 2a  Describe the cultural and economic impacts that occurred as a result of trade between North America and other markets (e.g., arts, language, ideas, the beginning and expansion of the slave trade, new agricultural markets). | I can read a text about the effects of the Columbian Exchange and share five things I learned in a Folded Line. | Folded Line    Exit Card (optional) | [Triangular Trade Article](http://www.socialstudiesforkids.com/articles/ushistory/triangulartrade.htm)    [Slavery](http://abolition.e2bn.org/slavery_43.html)    [The Middle Passage](http://www.pbs.org/wgbh/aia/part1/1p277.html)    [Triangular Trade Interactive Map](http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u3/)  (optional)    [Trans-Atlantic Slave Trade](http://africanhistory.about.com/od/slavery/tp/TransAtlantic001.htm) (may be used with students or for teacher knowledge)    Shell Leveled Text, Slave Trade and Middle Passage Text (great resource if available)    [Columbian Exchange Video- 24 minutes](http://www.schooltube.com/video/c27211bd0adf1b257236/)  (optional) |  | Choose from the text resources and print copies for the students.  The whole class can read the same thing as a shared reading or they can be divided into smaller groups, each reading about different topics.  The texts focus mostly on slavery and the trading of goods for humans in the triangle trade.  As students read, have them take notes about how the trade affected people’s lives.  When finished, ask students to circle 5 main ideas they learned while reading.    Next, divide the class in half and line them up in one long line facing out- shoulder to shoulder. Students should bring their notes.  Fold the line (hence the name “Folded Line”) by having the first student and those behind him follow you as you walk toward the end of the line.  When you arrive at the end, have the first student and last student face each other as partners.  The others in the line who followed should be lined up with a partner as well.  To watch a video on how to do a Folded Line, visit [JHAT, Jr. Strategies](http://jhatjr.wikispaces.com/Strategies) and scroll down to the Folded Line.  Assign one line to begin at the signal (whistle or something that can be hear) and the other side to listen.  Give the students 30 seconds to 1 minute to share their main ideas.  If they finish with the main ideas, they can tell about other interesting things they learned.  At the signal, the other partner should share for 30 seconds to 1 minute until the signal is given again.    At this point, rotate the line by having the student on the end of one line turn around and join the other line.  The rest of the line rotates and students get a new partner.  Continue with the procedure of sharing in the line until students have listened to 3-5 other students.    When they return to their seats, have them complete an exit card by answering on a piece of paper all they know about how the Columbian Exchange affected others.  See Video for Details |
| St. I, 2b- Analyze and explain the population decline in American Indian populations (i.e. disease, warfare, displacement). | After reading multiple texts, I can write a letter from the perspective of an explorer or native explaining the reasons for exploration and their effects. | RAFT    Anticipation Guide (optional) | *Encounter* picture book by Jane Yolan    *We Were There, Too* pg.    Selections from Christopher Columbus’ Journal  found at [Columbus' Journal](http://www.athenapub.com/coluvoy1.htm)    Nystrom’s *Atlas of Our Country’s History* pg. 16    Anticipation Guide found at [5th History Standard 1](http://fifthhistory.wikispaces.com/Standard+1+Strategies+and+Assessments) | 60-90 min.    (Can be broken apart over 2-3 days if necessary) | Read the picture book *Encounter* to the students.  Ask them to think about the book from the perspective of the Europeans and from the Taino.  If you want, students can make a T-chart and keep notes of what each group of people experienced.    Read the book *Encounter* by Jane Yolen. This YouTube video link [Encounter by Jane Yolen](http://www.youtube.com/watch?v=01SKUjCCVGU&noredirect=1) gives you a snapshot of what the book is about it is told from the perspective of the Taino Indians it explains why their population declined when Christopher Columbus landed in San Salvador be sure to read the authors note at the end to the students.  Read the selection from *We Were There, Too* and ask students to focus more on the lives of the Taino.    Read the selections from Columbus’ journal (choose parts that you want from the website)    Finally, give students the assignment to write a RAFT (Role, Audience, Format, and Topic).  Assign the students the role of an explorer or a Taino Indian (you can choose which one or let them decide).  Their Audience is a friend from their homeland.  The format is a letter.  The topic is the reasons for exploration and how they affected the Europeans and natives. |
| St. I, 2a  Describe the cultural and economic impacts that occurred as a result of trade between North America and other markets (e.g., arts, language, ideas, the beginning and expansion of the slave trade, new agricultural markets). | I can describe the impact of exploration and colonization on the Native Americans and colonists using a perspective piece. | Perspective Piece | Paper and Pencil | 15-30 min. | Have students write the word “Colonization” in their notebooks going vertically down the page.  Next, have them put an arrow pointing out in both directions from the word (see video and picture for examples).  Title One side “Europeans” and the other side “Native Americans.”  Students should write words or phrases under each category that express how that group of people felt about exploration.  Lead into a class discussion about the pros and cons of Exploration for both sides and how it changes their lives.  See Video for Details |

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| **Essential Question #4** | How were the rights and responsibilities different for various groups in the colonies? |
| **Assessment** | I can draw on information from multiple sources to **list** the rights and responsibilities of different colonial groups. |

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| SS Core | I can statement | Strategies | Materials Needed | Time Needed | Summary/ Assessment |
| St. 1, Obj. 3a  Compare the varying degrees of freedom held by different groups (e.g. American Indians, landowners, women, indentured servants, enslaved people). | I can listen to a story to complete an Anticipation Guide and summarize the story to a classmate. | Anticipation Guide | Molly Bannakey Book [Click here to view](http://www.amazon.com/Molly-Bannaky-Chris-K-Soentpiet/dp/0547076762/ref=sr_1_sc_1?s=books&ie=UTF8&qid=1373311933&sr=1-1-spell&keywords=Molly+Bannkey)    Anticipation Guide form- found at  [5th History- St. 1](http://fifthhistory.wikispaces.com/Standard+1+Strategies+and+Assessments) | 30-45 minutes | An Anticipation Guide is set in 3 stages, Before Reading, During Reading, and After Reading.  Before reading, have students read the statements and mark if they agree or disagree with the statement (use yes/no or true/false).  Emphasize that this is their opinion and it is ok if they don’t know the right answer.    Next, read the book out loud and have them look for the answers as you read.  When the find an answer, they should mark the page where they found the answer.  This is hard to do in a read aloud situation, so you may want to not do that section and save it for a time when students can have their own copies of the book.  See video for an example |
| St. 1, Obj. 3a  Compare the varying degrees of freedom held by different groups (e.g. American Indians, landowners, women, indentured servants, enslaved people). | I can listthe varying degrees of freedom in different colonial groups using a graphic organizer. | Expert Group | We Were There, Too! [click here to view](http://www.amazon.com/We-Were-There-Too-History/dp/0374382522/ref=sr_1_1?s=books&ie=UTF8&qid=1373312965&sr=1-1&keywords=We+were+there+too)  pg. 19- Tom Savage  pg. 25-Saints and Strangers  pg. 36 Eliza Lucas  pg. 33- Eunice Williams  pg. 23- Orphans and brides  pg. 39- Olaudah Equiano | 45-60 min. | To complete this activity, you need the book *We Were There, Too!*  It is filled with first-hand accounts throughout U.S. history.  Copy pages of the stories listed in the materials section and break the class into 6 groups.  Assign students a story to read and have them keep notes about the freedoms and responsibilities there group had.    Next, mix the students so that each group has a representative from each story.  Give them 1-2 minutes each to summarize their story and tell about their assigned group.    When students return to their seats, have them create a chart in their notes showing the freedoms for each Colonial Group (or use the chart Freedoms in Colonial Groups chart found at [5th History- St. 1](http://fifthhistory.wikispaces.com/Standard+1+Strategies+and+Assessments).  The class could also complete the chart together, if desired. |
| St. 1, Obj. 3a  Compare the varying degrees of freedom held by different groups (e.g. American Indians, landowners, women, indentured servants, enslaved people). | I can actively participate in a class debate and support my opinion with evidence of what I have learned. | Four Corners Plus | Student notes about freedoms in different colonial groups.    Signs- found at | 15-30 min. | This activity requires background knowledge on the freedoms, rights, and responsibilities of Colonial women, children, slaves, indentured servants, and Native Americans.  Put up the 5 signs areas of the classroom.  Ask students to stand by the group they feel had the most freedoms.  Have them stand next to the sign, then talk with the group members about why they are there.  Randomly call on a person from the group to share with the rest of the class.  After each group shares, give students time to change groups if their opinion was swayed by the class members' comments.  Continue to ask questions such as: Which group had the least freedoms?  Which had the most responsibilities?  The least responsibilities?  Which group had the most rights? The least rights?  Which group would you want to belong to?  The important part of the activity is that here is not a right answer.  Students are sharing their opinions and supporting them with reasons from their studies. |
| St. 1, Obj. 3b  Explain how early leaders established the first colonial governments (e.g. Mayflower compact, charters). | I can analyze and explain primary source documents that the leaders used to establish the first colonial governments. | In my own words | [Mayflower Compact Reading](http://www.socialstudiesforkids.com/articles/ushistory/mayflowercompact.htm)    [Colonial Government Overview](http://www.ushistory.org/gov/2a.asp) (teacher info)    [Colonial Charters](http://avalon.law.yale.edu/subject_menus/statech.asp) (optional)    [Mayflower Compact, Would You Sign? Activity](http://www.education.com/files/71801_71900/71822/file_71822.pdf) (optional) | 30-60 min. | Print and copy (or project for the class to see) the Mayflower Compact Reading.  Read the background and the text of the Mayflower Compact together.  As you read, break apart each sentence and write down notes about their meaning in today’s language.  When finished, have the students use the notes to write a kid-friendly version of the Mayflower Compact in their own words.  Optional add-on that is more challenging: Have students also analyze the [Colonial Charters](http://avalon.law.yale.edu/subject_menus/statech.asp) by looking at them online (they are a little long to print).  These are in old English and difficult for 5th graders to understand, but they could get an idea of what the documents looked like and pull out main ideas of what things mattered to the colonists.  Visit [More Teacher Resources on Mayflower Compact](http://staffweb.esc12.net/jtapp/Documents/Primary%20Source-grant/Sally%20Bekken%20-%205th/MayflowerCompact.pdf) for more ideas on how to adapt the lesson for your class. |
| St. 1, Obj. 3c  Describe the basic principles and purposes of the Iroquois Confederacy. | I can read a text and view a movie clip to summarize the basic principles and purposes of the Iroquois Confederacy. | Video and/or Shared Reading | Brainpop Video - Iroquois Confederacy found at [www.brainpop.com](http://www.brainpop.com) (optional)    [Teacher Info on Iroquois Confederacy](http://www.nativeamericannetroots.net/showDiary.do;jsessionid=915B2CCD59282C56450BFEFB42ED4619?diaryId=420)    [Online Textbook Iroquois Confederacy](http://www.nelson.com/albertasocialstudies/productinfo/gr6_9/documents/abss6ch4draft.pdf) |  | If your school has a subscription to Brainpop, the 3-4 minute video clip is a quick and effective way to teach this objective.  Brainpop is a wonderful resource of video clips, but purchased individually costs about $200 per year.    If you don’t have Brainpop (and even if you do), the Online Textbook listed in materials is an excellent resource.  The most useful pages are 86-87; 96-98; 100-103; 108-110; and 112-113  Copy the pages you want, and read them together as a class looking for the purposes and principles of the Iroquois Confederacy. |